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IMPLEMENTATION OF THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Initial reports submitted by States parties to the Covenant, concerning rights covered by articles 13-15, in accordance with the third stage of the programme established by Economic and Social Council resolution 1988 (LX)

Addendum

ECUADOR

[7 February 1989]

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GE.89-16528/1030B

I. GENERAL INTRODUCTION

1. The Government of Ecuador is pleased to submit this initial report on articles 10-12 of the International Covenant on Economic, Social and Cultural Rights.

2. When the colonial period ended and Ecuador acceded to independence, the guarantees provided in the Constitution and laws of the Republic concentrated first and foremost on those laws and principles which had inspired the struggle for emancipation and on those contained in the Declaration of the Rights of Man and of Citizens, proclaimed by the French Revolution, and which were in the same spirit.

3. At the end of the nineteenth century and the beginning of the twentieth, the excessive individualism which stemmed from this and other declarations helped to accentuate the inequality among men. Freedom, used skilfully, had given disproportionate importance to property and had conferred formidable power on those who employed the labour of others.

4. These circumstances were the genesis of an international movement that led to major amendments to the political constitutions of States, extending the ambit of guarantees of human rights by adding social, economic and cultural rights to civil and political rights.

5. Ecuadorian legislation has kept pace with the evolution of advances in human rights and has incorporated them in its various constitutions and laws, taking into account the fact that man, the basic nucleus of society, should be protected and safeguarded by the State.

6. Modern law with its concern for reform took a firmer hold in the economic, social and cultural areas and this was reflected in the Ecuadorian Constitution of 1929, article 158 of which stated: "The enumeration of guarantees and rights set forth in the Constitution neither limits nor excludes any others inherent in the human personality or stemming from the principle of sovereignty and the republican form of government".

7. This principle, reflecting as it does a desire not to curtail any right, is part of the Ecuadorian constitutional heritage. Furthermore, for the first time, the 1929 Constitution spells out, in addition to individual guarantees, those guarantees that concern the family, education, culture, the economy, work and social security.

8. International action by Ecuador has obviously reflected its own internal position. There is virtually no important international or regional instrument to which it has not given its support. In the cases of the International Covenant on Civil and Political Rights, the special declaration under the International Convention on the Elimination of All Forms of Racial Discimination and the Pact of San José, it accepts the jurisdiction of the bodies created by these instruments in order to consider possible cases of infringement of, or disregard for, its provisions by the Governments of the Republic.

9. Article 44 of Ecuador's current Constitution simply ratifies the strong and traditional position of respect for the rights and fundamental freedoms of the individual when it lays down the following general rule: "The State guarantees all individuals, male and female, who are subject to its

jurisdiction, free and effective exercise and enjoyment of the civil, political, economic, social and cultural rights enunciated in declarations, covenants, agreements and other international instruments in force".

10. In other words, in addition to the fundamental freedoms and guarantees recognized by the Constitution and the laws of the Republic, all inhabitants of Ecuador enjoy the rights set forth in more than 20 international human rights instruments to which Ecuador is a party.

II. INFORMATION CONCERNING ARTICLES 13-15 OF THE COVENANT

Article 13. The right to education

11. In the field of education, Ecuador guarantees the unrestricted access of men and women to primary, secondary and university education, which is free of charge at all levels in public establishments.

12. Public education has been secular since the liberal revolution in the late nineteenth century. The Constitution enacted in 1906, after the revolution, incorporated specific provisions relating to education.

13. An entire section of the current Constitution, which dates from 1979, is devoted to "Education and culture". Three articles (26, 27 and 28) define their specific features and the task devolving on the State in these important areas.

14. Article 26 stipulates that "The State shall develop and promote culture, artistic creation and scientific research, and shall ensure the preservation of the cultural heritage and artistic and historical wealth of the Nation".

15. Article 27 refers to the principles underlying both public and private education: compulsory free schooling, freedom of education and academic freedom, efforts to combat illiteracy and job stability and fair remuneration for teachers.

16. Article 28 relates to the universities and polytechnics, guarantees their autonomy, and refers to their functions and their contribution "towards the creation of a new and more just society".

17. Examination of the available data reveals that, in recent decades, there has been a suprisingly large growth in the school population, at all levels, which has required a corresponding increase in the number of teachers, school buildings, furniture and equipment. The Ministry of Education and Culture has improved its technical resources and now has new departments, with better-trained teachers and personnel specializing in, for example, the area of school buildings.

18. In the 15 years between 1970 and 1985, school enrolment rose from about 1 million to 1,789,000. The number of pupils without regular schooling, a primarily rural phenomenon, accordingly fell from 30 to 15 per cent. The illiteracy rate also fell from 32.5 per cent in 1962 to 16 per cent in 1982 and 12 per cent in 1987.

19. Following this brief general overview, a detailed examination will be made of the requirements set out in article 13 of the Covenant.

20. Since the early years of the Republic, its constitutions have embodied principles of a markedly social and cultural nature, in order to satisfy the educational needs of the population: compulsory free schooling in order to enable the less privileged classes to acquire an education; equality, meaning that no discrimination is practised regarding the access of any class to education; freedom for parents to choose the education they desire for their children; secularity in official establishments, thereby ensuring that the education provided by the State and other public bodies neither promotes nor attacks any particular religion.

21. The current Constitution guarantees the right to education, by stipulating, in article 27, that "education is a fundamental responsibility of the State. Official education shall be secular and free at all levels. Private education shall be guaranteed". Education is based on principles of nationhood, democracy, social justice, peace and defence of human rights, and is open to all currents of universal thought. On the basis of these two principles, the State guarantees access to education for all inhabitants without any discrimination. Both primary education and the basic course of secondary education are compulsory. In those areas where a majority of the population are indigenous, the State guarantees the use of the relevant native language in addition to Spanish. The State is also responsible for formulating plans to eradicate illiteracy. The Education Act of 13 May 1983 and the corresponding regulations, which were promulgated on 11 July 1985, establish the general purposes and principles which underlie and guide education, and lay down the basic standards for the management, organization and operation of the Ecuadorian educational system.

22. The right of the individual to develop his potential and obtain a full education is furthered and protected by the Constitution, article 27 (11), the Education Act, article 2, and article 2 of the Regulations relating to the Act. Article 27 of the Constitution specifies that education shall be based on the principle of the defence of human rights, a principle which is also reflected in article 2 (f) of the Education Act. Article 10 (c) of the Regulations relating to the Act states that the educational system shall have the following objectives: to develop students' sense of freedom, solidarity, responsibility and participation within the democratic system based on the recognition of human rights.

23. Ministerial Order No. 962 of 12 April 1984, set forth the plans and curricula currently followed in primary education; they devote specific attention to development of the teaching of human rights. Ministerial Order No. 963, of the same date, provides for similar attention in the case of the basic course. Both Orders are included in the annex to this report.

24. The effective participation of all persons in a free society is guaranteed by article 44 of the Constitution. The Education Act and article 2 of the Regulations relating to it both lay down the right and obligation for Ecuadorians to take an active part in the nation's educational process.

25. Article 19 of the Constitution prohibits any form of racial discrimination and reaffirms freedom of conscience; article 4 "recognizes the right of peoples to free themselves from these oppressive systems". Similarly, in addition to setting out the overall objectives of the educational system, the Education Act and Regulations advocate the strengthening of understanding, tolerance and friendship, and prohibit any type of discrimination.

READEX FICHE

26. As regards the furtherance of United Nations peacekeeping activities, article 3 of the Constitution declares peace and co-operation to be the basis of international coexistence, and condemns any practices that may run counter to that principle. The Education Act and Regulations specify that "education has a moral, historical and social purpose; it derives its inspiration from the principles of nationhood, democracy, social justice, peace and defence of human rights, and is open to all currents of universal thought". Executive Decree No. 1742-B, promulgated on 11 April 1986, took up the recommendation made by the United Nations General Assembly and made provision for celebration of the "International Year of Peace", during which appropriate activities were undertaken throughout the country.

The right to primary education

27. Primary education is compulsory (Constitution, art. 27). Furthermore, article 27 (9) of the Constitution provides that: "In the educational systems in areas where the population is predominantly indigenous, Quechua or the local indigenous language shall be used as the main language of education and Spanish as an intercultural language".

28. The Education Act and Regulations establish and regulate the following: in-school and out-of-school education; regular primary education and remedial primary education; special education for exceptional students (provided for physical, intellectual, psychological or social reasons); programmes aimed at the integral development of the indigenous communities; emphasis on marginalized sectors and priority allocation of resources to education in these sectors.

29. In addition to the State's obligation with regard to the compulsory nature of education and the application of the means necessary to provide it, article 6 of the Education Act stipulates that parents shall be responsible for their children's attendance during the nine years of compulsory education.

30. Lastly, in order to receive approval, every rural or urban development project is required to set aside areas for the provision of educational services and for the construction of premises for compulsory education.

31. Data collected on schoolchildren aged between 6 and 11 receiving free primary education in public municipal schools and through official public institutions such as provincial boards, indicate that the total number of students is 1,448,748.

32. Urban primary education is affected by the influx of pupils from the country to the towns. This makes it difficult to estimate needs in terms of schools and grades. It should, however, be mentioned that in marginal urban areas this inflow is curbed by the shortage of schools accessible to children whose parents cannot afford the cost of travel to schools situated at a distance from their homes.

33. In rural areas the low population density prevents systematic programme implementation; there is a need to expand the rural school network in order to meet the needs of children in areas lacking communications. Measures to overcome these problems have included programmes such as: "Focus on rural marginality", "Rural education projects", "Intercultural bilingual education". In the urban sector an "Expansion of the primary level" project has been carried out.

34. The principal objectives of the Ecuadorian State in the field of education are: to enhance the quality and efficiency of educational systems, and eliminate illiteracy by the end of the century and to broaden adult educational services. For physically or mentally handicapped children, there is a department of special education which is subordinate to the National Directorate of Education; its activities are governed by specific provisions in the relevant Act and Regulations.

The right to secondary education

35. Education is a fundamental duty of the State. Official education is secular and free at all levels. Intermediate or secondary education must therefore be viewed against this background. The basic secondary course is compulsory; it is of three years' duration and follows a general curriculum. Diversified courses at the secondary level are available in public and private schools with various types of school-leaving certificate and specialized courses instituted in accordance with the country's socio-economic development needs. There are also post-basic courses leading to a diploma of "competence" in a particular specialized field. Annex 1 1/ shows the percentages of students in technical education, which is provided under the National Development Plan.

The right to higher education

36. Higher education in Ecuador, including its autonomy, goals and objectives, is legally guaranteed by articles 26, 27 and 28 of the Constitution and the provisions of the Universities and Polytechnics Act. In order to ensure compliance with the foregoing, constant efforts are made to increase the resources of the more than 20 universities and polytechnic institutions in our country. The Constitution, stipulates: "Neither the Executive nor any of its agencies, authorities or officials may close or re-organize them, in whole or in part, or deprive them of their budgetary income or allocations". Annex 2 2/ of this report, identifies, within the higher education programme of the 1985-1988 National Development Plan, practical steps which have been taken in order to provide financial assistance for this educational level.

37. Difficulties connected with higher education: deficiencies at the pre-university levels have caused difficulties and there is therefore a need for comprehensive university reform covering all levels and establishing continuing and harmonious relationships between them. The reform should be effectively integrated into the national system of production. Another problem facing Ecuadorian universities is the shortage of funds for higher education, and this in turn reflects the economic crisis which the country is experiencing.

The right to basic education

38. As stipulated in the Constitution and the Education Act and Regulations in force, in Ecuador, remedial education (as defined in art. 14 of the Education Act) and out-of-school education (art. 18) are institutionalized. The responsible agency is the National Directorate of Remedial and Out-of-School Education, which forms part of the administrative structure of the Ministry of Education and Culture.

39. Difficulties affecting the exercise of this right: a shortage of teaching-training material in indigenous languages appropriate to linguistic-cultural characteristics; lack of complementary reading for new readers, to avert the threat of regressive illiteracy; dispersion of the population, which prevents the concentration of students for complete courses. The statistical data contained in annex 3 3/ reflect the development of basic education.

Development of the school system

40. Article 27 of the Constitution deals with education at the pre-primary, primary and secondary levels, while article 28 deals with higher education. The last paragraph of article 71, states: "In the budget, not less than 30 per cent of the current revenue of the central Government shall be devoted to education and the eradication of illiteracy". The development of the school system is based on the Education Act and Regulations. There are special regulations for certain aspects of education such as literacy courses, higher teacher-teaching institutes, experimental schools and colleges, and higher technical institutes.

41. The projects and programmes in the educational sector of the Development Plan are consistent with the provisions of the National Development Council (CONADE) Act and Regulations promulgated on 10 and 14 May 1985 respectively. The school system is further strengthened through the National Plan of Action under the Major Education Project for Latin America and the Caribbean, of which Ecuador is a signatory. Annex 4 4/ of this report outlines policies, programmes, projects and total costs. Annex 5 5/ contains comparative data regarding the development of the school system.

42. The factors and difficulties affecting the development of the school system are of various kinds. The most important are as follows:

(a) Technical: need to apply technical criteria in educational planning;

(b) Economic: the country's lack of economic resources frustrates optimum development: in addition, unforeseen factors, such as the most recent earthquake (March 1987), have affected the production and marketing of oil, the State's main source of revenue;

(c) Social: the special characteristics of the marginal rural and urban areas impede the improved development of the school system.

Fellowship system

43. In 1971, the Ecuadorian Educational Credit and Fellowships Institute (IECE) was created as a legal entity having administrative autonomy and its own assets and funds. It directs its resources to two areas of activity:

(a) The granting of educational credit to needy Ecuadorians so that they can pursue their studies in educational establishments at home and abroad.

(b) The administration of the funds of national agencies and fellowships offered by foreign agencies as part of international technical co-operation.

44. The IECE operates through inter-agency co-operation agreements, details of which may be found in annex 6 6/.

45. The Institute needs new sources of financing in order to meet its commitments, and to be able to increase, improve and broaden credit programmes. Demand for national fellowships has outgrown available funds, with the result that the Institute has been obliged to reduce the number and amount of grants.

Material conditions of the teaching profession

46. The Constitution (art. 27) states: "Stability and fair remuneration are guaranteed to teachers at all levels. Their appointment, transfer and separation, and their manning and promotion rights shall be regulated by law." These matters are regulated by articles 56 and 58 of the Education Act and by articles 197-201 and 325-328 of its Regulations.

47. Teacher training is governed by a special set of regulations and is provided in higher teaching-training colleges and institutes, and in bilingual institutes. Coverage is nationwide and the type of training varies so as to meet the needs of the pre-primary, primary, intercultural bilingual and special education levels. Ten institutes were in existence up to 1975 and currently there are 34.

48. Teachers working in public institutions enjoy the safeguards of the Manning and Salaries (National Teaching Profession) Act. In addition, article 181 of the Regulations relating to the Education Act stipulates that the remuneration of teachers employed in private establishments shall be not less than the basic salary of teachers in the public sector. The Ecuadorian teachers' professional organization is known as the National Union of Teachers (UNE), and there are other organizations to which different categories of teachers belong. These organizations participate in final consultations concerning the official adoption of sectoral plans for education.

The right to choice of school

49. Article 27 of the Constitution reads as follows: "The right of parents to provide their children with the education of their choice is hereby recognized ...".

50. The State provides aid to free private education, without prejudice to the appropriations established for such education and the private universities. Provincial boards and municipalities may collaborate for the same purposes.

51. Article 2 (c) of the Education Act stipulates: "It is the duty and primary right of parents, or of their representatives, to provide their children with the education they deem appropriate. The State shall supervise the implementation of this right". The Regulations for this Act contain concomitant provisions which duly clarify these points.

Freedom to establish and manage educational institutions

52. The State recognizes the right of natural or legal persons under private law, to organize educational establishments. Articles 165 and 175 of the Regulations relating to the Education Act contain specific provisions concerning the possibility of managing and establishing private institutions.

Article 14. Principle of compulsory free education for all

53. Education at all levels is free from the age of six. This question has been dealt with in the preceding paragraphs and is covered, in particular, by article 27 of the Constitution and article 2 of the Regulations relating to the Education Act. The plans of action adopted pursuant to article 14 were set out in detail in the 1985-1988 National Development Plan of the National Development Council (CONADE).

54. The difficulties impeding implementaion of the principle are as follows:

(a) Budgetary insufficiency. Remedial and out-of-school education should be separated from in-school education in order to establish a special school system;

(b) Small number of national and international refresher courses for teachers in the relevant subjects;

(c) Need to make a fuller study of the school map throughout the country.

Ecuadorian culture

55. Ecuador, like other countries, has its own cultural characteristics. Throughout its history it has accumulated a series of spiritual values which make it readily identifiable. Every nation has a life-style of its own, and in what activity is this life-style more clearly reflected than in the cultural field?

56. According to a well known Ecuadorian author, the twentieth century Ecuadorian "has an attitude of understanding vis-à-vis the world and does not believe that he should renounce his indigenous past or his Spanish past. The potential of the two peoples shapes his psychological background".

57. In fact, Ecuadorian culture draws on both these sources and on the symbiosis resulting from their confluence over the years. The aboriginal inhabitant of Ecuador, before the Spanish conquest, worked platinum, gold and silver, used wooden looms, constructed bridges, fished with nets, built stone roads and aqueducts, possessed his own agricultural technology and knew how to conserve natural resources. In times of poor harvests, the State granaries were opened to meet the people's food needs.

58. The skill of the indigenous labour force was used by the Spanish conqueror "to raise the stone facades and domes of the churches of Quito, which are among the most artistic and dazzling in the world. These works are attractive not only because of their eloquent architecture, midway between baroque and Renaissance, but also because of their material richness, expressed in the gold of the altarpieces, columns and marvellously sculptured pulpits". Quito, the capital of Ecuador, has conserved this architecture until the present day; it gives the city a special charm and justifies its categorization by UNESCO as part of the "heritage of mankind".

59. Ecuadorian culture has also been enriched by a long line of indigenous thinkers beginning with Rumiñahui, the Quito general, brother of the last Inca Atahualpa, who was the first Indian chief to rebut, using valid arguments, the legitimacy of the "Requerimiento", by means of which the

Spaniards attempted to justify their right of conquest. Beside Rumiñahui stand the jurist Pedro de Henao and the historian Jacinto Collahuaso, whose work was burnt in the public square. This line culminated in Eugenio de Santa Cruz y Espejo, doctor, lawyer, journalist, but above all advocate of the ideas of freedom which moved Ecuador to proclaim its independence on 10 August 1809.

60. During the colonial period, Quito possessed three universities: San Gregorio Magno, Santo Tomás and San Fulgencio. Its cultural prestige was on a par only with that of the vice-regal cities of Mexico City and Lima. During the same period, the "Quito school" emerged and achieved continental renown. From the art studios of Quito appeared beautiful paintings and sculptures, starting a school and tradition which remain unchanged. The artists of that time - Caspicara, Legarda, Miguel de Santiago, Gorivar, Pampite - were the precursors of those of today and those in midstream: Salas, Pinto, Mideros, Kigman, Guayasamin.

61. From the innumerable works of the novelists, poets, historians and essayists of the colony and the Republic, including in particular Omedo, Mejía, Juan Montalvo, González Suárez, Jorge Icaza, and Benjamín Carrión, a picture may be obtained of the life and feelings of the Ecuadorian people and their most salient cultural characteristics. Nor can one omit the contribution of the Ecuadorian thinker Pedro Vicente Maldonado of the French Geodesic Mission, which was led by La Condamine and came to our country in 1734 in order to measure one degree of the earth's meridian, thus proving the theory that the earth was round.

62. After this brief and obviously very incomplete outline of Ecuador's cultural background, we shall try to provide more specific information relating to article 15 of the Covenant.

Article 15. Right to take part in cultural life and to enjoy the benefits of scientific progress and the protection of the interests of authors

A. Right to take part in cultural life

63. The Constitution contains the following provisions:

> "Article 26. The State shall develop and promote culture, artistic creation and scientific research, and shall ensure the preservation of the cultural heritage and artistic and historical wealth of the Nation.
>
> "Article 27. Education ... shall stimulate ... the promotion of an authentic national culture.
>
> "Article 28. The principal functions of the universities and polytechnics ... shall be the creation and development of the national culture and its dissemination among the people."

64. The Culture Act, promulgated on 10 August 1984, has the following objectives: to foster and promote the national culture, to preserve and defend the Ecuadorian cultural heritage, to ensure effective co-ordination among institutions in the public and private sectors regularly engaged in cultural activities, and to organize a system intended to rationalize resources and ensure financing for their activities.

65. The Regulations relating to the Culture Act (1986) established the Office of the Under-Secretary for Culture as a department within the Ministry of Education. The functions of the Office and those entrusted to the National Cultural Council are listed in the Regulations.

66. The Regulations of the National Culture Fund (1985) were issued for the purpose of financing programmes and projects categorized as falling within the overall objectives of the Culture Act.

67. The Books Promotion Act was approved by the National Congress in order to regulate the cost of books and promote their popularity. It was published in Registro Oficial No. 757 of 26 August 1987 (annex 7). 7/ The practical measures for the exercise of this right are summarized in the detailed programmes outlined below. These programmes are in keeping with the National Development Plan.

68. Cultural policies are put into effect through official institutions, museums, libraries, theatres and so on, as listed in annex 8. 8/

69. Annex 9 9/ describes overall policy and specific measures aimed at promoting the national cultural identity.

70. The chief projects for promoting knowledge of the cultural heritage of national ethnic and minority groups are described in annex 10. 10/

Information and Media

71. Article 68 of the Education Act states: "The media are required to provide free space for the dissemination of programmes formulated by the Ministry of Education".

72. The functions of the Ecuadorian House of Culture and its provincial branches include the promotion and dissemination of national cultural values, for which purpose it has available to it publishing and broadcasting facilities and appropriate infrastructure for conferences, exhibitions and performances.

73. The Development Plan comprises two policies relating to the mass media and the dissemination of culture:

(a) Promotion of creativity and dissemination of culture in the various artistic fields, support for artists and the extensio of cultural services; and

(b) Encouragement of the participation of the media in cultural popularization and non-formal education programmes.

Artistic activity and freedom to create

74. The preamble to the Author's Rights Act, promulgated on 13 August 1976, states that Ecuador has incorporated into its own legislation the provisions of the Inter-American Convention on the Rights of the Author in Literary, Scientific and Artistic Works, adopted in Washington in 1946, and of the Universal Copyright Convention, adopted in Geneva in 1952. The above-mentioned Act and the Regulations relating to it, promulgated on 30 December 1977,

determine the system of protection for the rights of authors of literary, cultural and scientific works. Authors' rights are independent of material ownership of the work. The moral rights of the author are set forth in articles 17 and 18 of the Act, and his material rights in articles 19-31. The benefits granted to authors by the Act may not be renounced and any stipulation to that effect is null and void. The Copyright Bureau is responsible for ensuring compliance with these provisions.

Institutional system relating to culture in Ecuador

75. The organs of the system are: the Ministry of Education and Culture, the National Cultural Council, the Ecuadorian House of Culture, the Cultural Heritage Institute, and the other public and private institutions engaged in cultural activities.

76. The Cultural Heritage Institute, which is governed by the Cultural Heritage Act promulgated on 2 July 1979, has the following basic functions:

(a) To research, conserve, preserve, restore, exhibit and promote the cultural heritage of Ecuador; and

(b) To draw up an inventory of the assets that constitute this heritage, whether publicly or privately owned.

77. The Ecuadorian House of Culture is undoubtedly one of the most important cultural institutions. Its prestige extends beyond our national boundaries and it has made a truly formidable contribution to enhancing the country's scientific, literary and artistic heritage. It was founded in 1944. Its tasks include, inter alia, support and encouragement for scientific research and study, the publication of books and periodicals, prizes for national writers and artists, support for Ecuadorian theatre, music and choreography, and encouragement of the popular arts. The House of Culture possesses a very large number of museums in which contemporary and colonial-period paintings and sculptures are exhibited. Concerts are given in its theatres and plays by famous Ecuadorian and foreign dramatists performed. The aim of this illustrious institution is to make the achievements of Ecuadorian and world culture available to Ecuadorians. Its publishing activity is particularly laudable in this respect.

78. A very useful contribution to the dissemination of Ecuadorian culture is made by the Central Bank of Ecuador, through its economic support for the publication of works of interest in the cultural, legal and scientific fields, and its excellent Archaeological Museum, where pre-Colombian Ecuadorian art is exhibited.

B. Right to enjoy the benefits of scientific progress

79. The National Science and Technology System Act, promulgated on 7 August 1979, the purpose of which is to "establish" basic rules for policy formulation, and organization and operation of the national science and technology system, guarantees, in article 2, "freedom for scientific and technological activities, in accordance with national legislation".

80. The National Science and Technology Council has concentrated, basically, on providing the scientific community with means of information for its work. However, for budgetary reasons, there has been no mass dissemination among the population at large of information on scientific advances.

C. Right to freedom of scientific research

81. The Science and Technology System Act makes provision for "freedom for scientific and technological activities in accordance with national legislation". Despite financial stringencies, the National Council grants the national scientific community non-reimbursable financing for such activities as research, initial and further training, scientific and technological services, and the publication of research. The Council has also signed international conventions and agreements on scientific and technological co-operation with various countries and international bodies, in addition to the scientific and technological bodies envisaged in the Andrés Bello Convention, the Cartagena Agreement and the Amazonian Pact.

82. Ecuador, which was one of the first countries to ratify the Covenant, has sought, in this initial overview, to give a general picture of the effect and implementation of articles 10, 11, 12, 13, 14 and 15 of this international instrument. The comments and observations elicited by this document and the questions put by the distinguished members of the Committee will be carefully borne in mind by the Government of Ecuador in preparing future reports.

Notes

1/ May be consulted in the secretariat archives.

2/ Ibid.

3/ Ibid.

4/ Ibid.

5/ Ibid.

6/ Ibid.

7/ Ibid.

8/ Ibid.

9/ Ibid.

10/ Ibid.